

# **AT-A-GLANCE HIGHLIGHTS ELEMENTARY SCHOOLS IMPROVEMENT PLAN UPDATES**

**PROGRESS TOWARD 2018-2019  
GOALS AND ACTION STEPS**

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# All Elementary Schools

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
Instructional Leadership Teams (ILTs) formed at all schools and meet regularly to progress monitor achievement and growth as it relates to the School Improvement Plan	Increase representation of school teams on the ILT including a representative from each grade level team and ensuring each constituent group in the school is represented; increase communication between ILT and the larger school community
Administer iReady Diagnostic in Fall, Winter and Spring	Analyze achievement and growth scores to identify intervention and extension groups; implement and analyze data from Imagine Learning
Utilize iReady Instructional Component and analyze students' pass percentages	Analyze pass percentages in Reading and Math and adjust iReady block to compliment the Workshop Model implement and analyze data from Imagine Learning
Held Data Chats with classroom teachers to discuss iReady and other data points	Utilize data chats to create intervention and extension plans for students; incorporate ELL and SPED teachers into data chats; include multiple data points in the data chat discussions
Monitor attendance and chronic absenteeism rates	Work with school based teams to support families and students with additional services and attendance plans

# All Elementary Schools

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
<p>Implementation of Math Workshop in Grades 2 and 3 to support a differentiated structure for Tier I instruction</p>	<p>Continue rollout and professional development for grades 1 and 4 in 2019-2020 and Kindergarten and Grade 5 in 2020-2021</p>
<p>Administration in Tier II and Tier III schools have begun the use of Classroom Visit Rubrics (CVRs) in classroom observations to monitor the use of best practices</p>	<p>CVR data, along with other data sources, will be analyzed to create professional development plan 2019-2020; create opportunities for multiple forms of feedback for teachers to improve their practice</p>
<p>Turnaround Site Visits (TSVs) have been completed at all Tier II and Tier III schools by SchoolWorks</p>	<p>Analyze the findings from the visits to create action plans that will be used for short term and long term planning including the revision of benchmarks</p>

# Barbieri Elementary School

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Language Proficiency Targets were drafted in July 2018 and presented to the ILT on December 19th 2018</li><li>● Assessment developed to measure Spanish oral language proficiency assessment (OLA-F), teachers that provide Spanish instruction were trained in how to administer</li></ul>	<ul style="list-style-type: none"><li>● Teachers to administer OLA-F (oral proficiency language assessment) in March and April, 2019</li><li>● Teachers will work with coaches to review assessment data to inform instruction</li><li>● Finalize the Spanish language proficiency targets in June and identify action steps</li></ul>
<ul style="list-style-type: none"><li>● The majority of the staff has been trained on Responsive Classroom and funding has been allocated for the training of the remaining teachers</li></ul>	<ul style="list-style-type: none"><li>● Training to be provided in the spring for remaining classroom teachers</li></ul>

# Brophy Elementary School

## Actions, Updates and Deliverables

- Teachers and coaches use Depth of Knowledge (DOK) to level the standards. They then use that level to ensure that objectives are at the same level of rigor as the standard. Teachers are moving towards leveling the tasks to ensure that they match the DOK level of the standards.
- Teachers are incorporating Universal Design for Learning (UDL) into lesson planning by offering student choice and varying the types of tasks we ask students to complete

## Next Steps

- Teachers will level the tasks in individual lessons according to the Depth Of Knowledge (DOK) scale. Teachers will ensure that the task matches the same DOK level as the standard and the objective
- Teachers will use unit vocabulary lists that were created by teams to determine vocabulary words that need to be taught within each unit and lesson
- Coaches will calibrate through classroom visits the implementation of the designed lessons for feedback

# Dunning Elementary School

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Classroom and support staff trained in Restorative Practices, and class circles fully implemented in all classrooms</li><li>● Classroom teachers and support staff trained in Tier 2 circles (focus on harm and conflict)</li><li>● Administration trained in Tier 3 circles (discipline) through Suffolk University Center for Restorative Justice</li></ul>	<ul style="list-style-type: none"><li>● Implement student positive recognition system through positive office referrals</li></ul>
<ul style="list-style-type: none"><li>● Identified students at the beginning of the year that were not meeting academic benchmarks</li><li>● Planned and monitored systems of intervention to address student needs</li><li>● Creatively used any available staffing to provide interventions</li><li>● Monitoring students in the bottom quartile</li><li>● Provided graphic representations to teacher of students that were low growth and low achievement</li><li>● Identified Former English Learners (FELs) in the bottom quartile</li><li>● English Language Development (ELD) Coach worked with teachers on implementing Sheltered English Immersion (SEI) strategies</li></ul>	<ul style="list-style-type: none"><li>● Monitor students receiving available interventions</li><li>● ELD coach to provide ongoing coaching to teachers on implementing SEI strategies</li><li>● Continue to creatively utilize staff to provide interventions</li></ul>

# Hemenway Elementary School

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● All teaching teams meet for 60 minutes in PLC each week to analyze student work and data and design instruction to meet all students' needs</li></ul>	<ul style="list-style-type: none"><li>● Universal Design for Learning (UDL) and Depths Of Knowledge (DOK) Professional Development with coaches and teachers to strengthen access and equity to Tier I instruction. This work is aligned to the Cultures of Thinking practices that are currently in place at Hemenway</li></ul>
<ul style="list-style-type: none"><li>● Monthly Tier 1 meeting to review SWIS data with PBIS coaches, administration and 3 members of unit A and 1 member of unit T. Tier 1 is implemented with fidelity</li><li>● We are working to develop Tier 2 interventions and supports during monthly Tier 2 meeting with Sara Deluca District PBIS Coach, school based PBIS coaches, and administration</li><li>● Tier 2 menu of interventions developed to support students</li></ul>	<ul style="list-style-type: none"><li>● Continue to revise the major and minor flow chart and consequence continuum</li><li>● Transitioning to online referral system by May 2019</li><li>● Continue to meet with ILT team to review SWIS data</li><li>● Expand menu of interventions</li></ul>

# King Elementary School

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Grade level teams working with district STEAM coach developing STEAM units: one per grade level</li><li>● Weekly PLC's targeting student assessment data including MCAS, grades 3-4, and BAS and iReady data</li></ul>	<ul style="list-style-type: none"><li>● Continue to leverage grade-level PLC time to develop STEAM units</li><li>● Instructional Leadership Team (ILT) development of walkthrough protocol and identified core instructional priorities</li></ul>
<ul style="list-style-type: none"><li>● School Guidance Counselor and Social Worker introduced to all classrooms K-4, the Zones of Regulation curriculum</li></ul>	<ul style="list-style-type: none"><li>● Assess and monitor efficacy of Zones of Regulation curriculum in classrooms grades K-4; provide push-in support for SEL classroom curriculum and implementation</li></ul>
<ul style="list-style-type: none"><li>● Cultural Proficiency Professional Development for staff on March 7th, 2019 to support staff capacity to meet the diverse needs of students</li></ul>	<ul style="list-style-type: none"><li>● Provide opportunities through Early-Release professional development, and staff meetings for staff to continue their cultural proficiency and understanding their students</li></ul>



# McCarthy Elementary School

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Standards based learning objectives are posted in all classrooms and discussed with students to frame their learning for each lesson</li><li>● All classroom teachers are working with a coach for both reading and math to co-plan lessons with a standards based learning objective</li></ul>	<ul style="list-style-type: none"><li>● Continue to provide time for staff to unpack the standards both horizontally and vertically, building a deeper understanding of the progression of standards across grade levels</li><li>● Universal Design for Learning (UDL) and Depths Of Knowledge (DOK) Professional Development with coaches and teachers to strengthen access and equity to Tier I instruction</li></ul>
<ul style="list-style-type: none"><li>● District Positive Behavioral Interventions and Supports (PBIS) Coach has met with PBIS team to strengthen Tier I systems across the school and begin a menu of Tier II interventions</li></ul>	<ul style="list-style-type: none"><li>● Develop a rollout for digital referral system</li><li>● Continue to build and share the Tier II menu of interventions</li><li>● Begin Check In/Check Out system</li><li>● Implement the use of Second Step for Tier I social emotional curriculum</li></ul>

# Potter Road Elementary School

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Utilizing the six guiding principles of the Dual Language education along with the guidance of MABE, Potter Road has implemented the Portuguese Two-Way Program in two Kindergarten classes, as well two first grade classes</li><li>● Acquired necessary instructional materials</li><li>● Hired and provided professional development to Two-Way teachers</li></ul>	<ul style="list-style-type: none"><li>● Will continue to provide professional development to Two-Way staff</li><li>● Provide opportunities for all staff, families, and greater community to better understand what bilingualism looks like in our schools</li></ul>
<ul style="list-style-type: none"><li>● Teachers can directly input data into SWIS</li><li>● More clearly explained minor vs. major behavior issues for teacher ownership</li><li>● Fidelity Inventory: 100% Tier 1, 50% Tier 2</li><li>● PBIS Committee has grown to 9 educators</li><li>● Created and shared a consequence continuum and behavior flow chart with staff</li><li>● Transitioned to the use of paperless office referrals</li></ul>	<ul style="list-style-type: none"><li>● Clearly define the roles and responsibilities of all staff in delivering Tier I and Tier II instruction and supports</li><li>● Develop a plan to better educate parents about purpose of SEL/PBIS learning (video in Port./Eng) posted to website</li><li>● Inform parents about SEL education in school (PTO meeting)</li><li>● Implement universal screener for SEL needs for all students to identify students in need of Tier II SEL support</li></ul>

# Stapleton Elementary School

## Actions, Updates and Deliverables

- PLCs have been organized to support staff around a common interest (Trauma Sensitive Teaching and The Power of Our Words)
- Provided professional development that focused on learning profiles of adults on staff to build capacity and understanding. Developed a shared leadership model in which staff are utilized to present on areas of expertise
- Professional learning community opportunities are utilized weekly to focus on standards based instruction

- Developed a PBIS Tier II schoolwide system in collaboration with district PBIS coach. Established monthly Tier II meetings to review data, trends and student profiles. Implemented electronic SWIS office referral system . Utilize the data from these systems to develop intentional Tier II interventions for students, locations and staff. Utilize faculty meetings to create a common language for best practices for positive behavior.
- Aligned character traits of the month to selected texts schoolwide. Began community meetings focused on the monthly character trait

## Next Steps

- Continue to provide professional development based on survey data from teachers and information obtained from grade level collaborations and supported by the analysis of school wide data
- Utilize agendas with measurable outcomes for professional learning communities
- Continuation of PBIS Tier II and school-wide implementation of Check In Check Out and Positive Bus Behavior in conjunction with Bus Caucus with drivers to discuss positive strategies used to shape behaviors. Collaborate with other schools regarding best practices in the realm of social emotional learning. Develop school wide continuum of calm down techniques
- Create a schoolwide calendar dedicated to community meetings that highlight the monthly character trait and create expectations for these meetings that include student voice

# Wilson Elementary School

<b>Actions, Updates and Deliverables</b>	<b>Next Steps</b>
<ul style="list-style-type: none"><li>● Tier III Coach professional development sponsored by SSOS through consultants in coordination with the district</li><li>● Coplanning resulting in standards driven lesson plans in Reading and Math</li></ul>	<ul style="list-style-type: none"><li>● Continue unpacking standards and finding progression of “look fors” for meeting the standard</li><li>● Universal Design for Learning (UDL) and Depths Of Knowledge (DOK) professional development with coaches and teachers to strengthen access and equity to Tier I instruction</li></ul>
<ul style="list-style-type: none"><li>● Implemented monthly Global Gathering meetings</li><li>● Created student Seal of Biliteracy portfolios</li><li>● Analyzed PBIS walkthrough data</li><li>● SWIS data reviewed biweekly</li><li>● PBIS lessons introduced and reviewed</li><li>● Book of the month read aloud opportunities created with an alignment to the IB learner profile word of the month</li><li>● Implementation of Second Step and Zones of Regulation schoolwide</li><li>● Created Tier 2 Handbook with PBIS team and district coach</li><li>● Created and implemented attendance google form to track attendance</li></ul>	<ul style="list-style-type: none"><li>● End of year portfolio presentation for the Seal of Biliteracy Pathway Awards</li><li>● Introduce Second Step extension lessons</li><li>● Compiling IB books for next year</li><li>● Tier 2 team will continue to analyze data to put supports in place for identified students</li><li>● Continue to work with Student Support Team and Tier 2 team to create supports for making sure we meet with families who have students with chronic absences</li></ul>